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1995

THOSE WHO HEAR YOU

HEAR ME

A Resource for Bishops and Diocesan
Educational/Catechetical Leaders

A Collaborative Effort



National Catholic
Educational Association



National Conference
of Catechetical Leaders



United States Catholic Conference
Department of Education

In the 1993 plans and programs of the Department of Education, as approved by the Committee on Education, a resource for bishops and diocesan educational/catechetical leaders was approved. *Those Who Hear You, Hear Me* was prepared as a component of the Diocesan Educational/Catechetical Leadership Project, a collaborative effort of the United States Catholic Conference's Department of Education, the National Catholic Educational Association's Chief Administrator's Department and the National Conference of Catechetical Leadership. This document has been reviewed by Most Reverend Robert J. Banks, chairman, Committee on Education, and is authorized for publication by the undersigned.

Monsignor Dennis M. Schnurr
General Secretary
NCCB/USCC

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"Those who hear you, hear me."

Luke 10:16

Luke's Gospel records Jesus' words to his disciples as he sent them forth: "Those who hear you, hear me." When the disciples proclaimed the saving message of the Gospel, it was Jesus' spirit within them that stirred their listeners. The disciples were charged to incarnate the Gospel message in the world. This dimension of discipleship has constituted a significant portion of the responsibility of Christian leadership for two thousand years.

Speaking for Christ derives from living in Christ. Life in Christ is the precious gift whereby each person becomes a "'new creature,' an adopted child of God, . . . a 'partaker of the divine nature,' member of Christ and co-heir with him . . ." (*Catechism of the Catholic Church*, 1265). This is the sacramental foundation of all authentic Christian leadership.

The call to discipleship plants the seed for Christian leadership. Leadership as discipleship has always been a priority of crucial importance in the Church. Nowhere is that priority more keenly experienced than in the ministry of total Catholic education. The need for educational and catechetical leaders who exercise their leadership within the framework of discipleship has never been more profound than it is today.

The mission of total Catholic education—the lifelong process of building up the Christian community, sharing the message, gathering in worship, and going forth in service—takes place in homes, parishes, Catholic schools, and other settings too numerous to mention. This mission continues to be one of the most vital and energizing in the Church. It is also a mission which requires a great deal of intentional leadership and the best of the Church's resources. The Church's educational/catechetical ministry must have adequate support, for it nurtures and strengthens all the other ministries.

This resource is offered to assist the bishops and those with whom they share their responsibility to provide excellent educational/catechetical leadership on the diocesan level in the local church. It is the result of the effective collaboration of the United States Catholic Conference's Department of Education, the National Catholic Educational Association's Chief Administrator's Department, and the National Conference of

Catechetical Leadership. This collaborative effort is the Diocesan Educational/Catechetical Leadership Project, and it represents the resolute commitment of these three national organizations to work together in the formation of the next generation of educational/catechetical leaders.

The elements contained in this resource address the goal and objectives of the Diocesan Educational/Catechetical Leadership Project. First, it provides a conceptual framework for understanding the pivotal importance of diocesan educational and catechetical leadership in the Church today. Second, the resource addresses the issue of effective structures to achieve the diocesan educational/catechetical mission. Every effort has been made to provide practical materials that will assist diocesan leaders to review the organizational structures that support the educational/catechetical ministries within the local church. Third, it provides materials that will help diocesan leaders plan for the future as they will surely be challenged to identify and recruit new diocesan educational/catechetical leaders. Fourth, the resource provides very practical assistance for the selection, hiring, and compensation of diocesan educational/catechetical leaders. Finally, it suggests several realistic opportunities for the continuing development of diocesan educational/catechetical leaders.

Throughout the process that produced this resource, it has been the inspiration and aspiration of the Diocesan Educational/Catechetical Leadership Project to assist the bishops and their collaborators in fulfilling their pastoral responsibilities to ensure a healthy future for the Church's educational/catechetical mission, a future in which discipleship and leadership merge in the persons who treasure the words of Jesus, "Those who hear you, hear me."

This resource represents the best efforts of the executive staff members of the National Conference of Catechetical Leadership, the National Catholic Educational Association's Chief Administrator's Department, and the United States Catholic Conference's Department of Education. In addition, the members of the project thank the Michael J. McGivney Memorial Foundation for partial funding.



Section One

The Vision of the Diocesan Educational/ Catechetical Leadership Project

Introduction

Section One presents the vision that inspired and directed the Diocesan Educational/Catechetical Leadership Project. It begins with a description of total Catholic education. Then a brief history of Leadership Project is presented. The characteristics of a diocesan educational/catechetical leader are then summarized. Finally, an overview of the resource is offered.

A. Total Catholic Education

*If you give a person a fish,
that person will eat for a day.
If you teach a person to fish,
that person can eat for a lifetime.*
An old proverb

*If you teach one person to fish,
that person will eat for a lifetime.
If you teach people how to teach others to fish,
the world will never be the same.*
A newer proverb

Total Catholic education is an ecclesial term used to identify the perspective of lifelong formational ministries directed toward building up the Christian community, proclaiming the message, gathering in worship, and reaching out in service. Total Catholic education integrates the many diverse forms of parish and school catechetical and educational ministries into a united vision. Total Catholic education is a concept which recognizes that the potential of each ministry can be fully realized only when these ministries share a common vision and act upon this vision together with the other ministries. It is a powerful and dynamic concept. Too often, its potential is limited to the conceptual level and sometimes fails to energize the mission.

There are compelling reasons why this particular ecclesial vision might sometimes falter. Each of the ministries called to common mission in total Catholic education has a unique history. In the context of that history, these ministries have developed their own vision, vocabulary, and foundational understandings. Each of these ministries states its mission—and communicates internally—in its own vocabulary and foundational understandings. And each of these ministries has called forth leadership committed to this history, vocabulary, and mission. To further challenge the situation, early experiments in total Catholic education sometimes resulted in unhealthy competition for resources, unfair comparisons, and unwelcome interventions. Rather than being focused on furthering the mission, the energies of faithful people were spent in frustration. As a Church, empowered by the Spirit, we know there is another way, and we choose to walk that way in faith.

Leading the way will be our diocesan educational/catechetical leadership. These leaders will influence, positively or negatively, the quality of education and catechesis by their resolve, or lack of resolve. In the past, priests and religious communities provided a constant source of well-educated leaders aware of the Church's mission and how education and catechesis were integral parts of this mission. Times have changed. We can no longer assume a constant source of leaders to take on diocesan educational and catechetical leadership positions. New interventions are needed in new situations, to ensure that the Church will have qualified and competent leaders who can release their gifts in service to their dioceses. There is no poverty of faith, vision, energy, talent, or skill. Our challenge in faith is to find the voice to call all the parts of the Body of Christ to serve the Church and the world.

B. History of the Project

In July 1992, the USCC Department of Education, the National Conference of Catechetical Leadership, and the National Catholic Educational Association/Chief Administrators of Catholic Education combined efforts and resources to address issues affecting diocesan educational and catechetical leadership. The joint effort that emerged was the Diocesan Educational/Catechetical Leadership Project. The project was steered by a coordinating committee composed of staff members from the three sponsoring organizations (Neil Parent, NCCL; Frank Savage, NCEA; Rev. Bill Davis, USCC; Rev. John Pollard, USCC; Sr. Lourdes Sheehan, USCC). Project goals, objectives, and strategies were developed with a planning committee composed of a bishop, several veteran secretaries/vicars of education, diocesan directors of religious education, and superintendents of Catholic schools (Most Rev. William Newman, Ms. Catherine Abeyta, Ms. Gwen Byrd, Mr. James J. DeBoy, Sr. Mary Ann Eckhoff, Sr. Marilyn Kerber, Sr. Anne Leonard, Dr. Jerome Porath, Sr. Ann Dominic Roach, and Rev. Richard Walsh).

The goal and objectives of the project were

Goal

To provide appropriate information, experiences, and processes for the identification, selection, development, and support of diocesan educational/catechetical leaders.

Objective 1

To identify competencies needed by secretaries/directors/vicars, superintendents of Catholic schools, and diocesan directors of religious education.

Objective 2

To design a week-long workshop based on competency development for new, "nearly new," and potential diocesan educational/catechetical leaders.

Objective 3

To suggest processes for the identification, selection, and continuing development of new diocesan educational/catechetical leaders.

Objective 4

To critique diocesan educational/catechetical structures and suggest desirable model structures.

Objective 5

To develop model diocesan organizational charts that will provide guidance in decision making.

The Planning Committee believes that the accomplishment of this goal through its objectives will serve as a substantial foundation for the continuing support of present and future leaders for the educational/catechetical mission of the Church. Promoting the development of future Catholic educational/catechetical leadership is a high priority among those who serve in leadership positions today. They are firmly committed to ensuring that individuals of the highest quality and expert competence are prepared to take their places.

C. Characteristics of a Leader

Christ Centered—Mission Focused

If there is a characteristic upon which universal consensus can be reached, it is that our leadership be defined by an authentic relationship with Jesus Christ, nourished by word and sacrament, and by a dynamic relationship with the Catholic Church. In the Church, leadership will always be founded in discipleship. Our leaders, as disciples with us, will be people motivated by an abiding sense of mission and nourished by faith.

This motivation will call forth leaders who recognize the capacity in each person for advancing the mission.

Inspiring, defining, developing, and directing leadership in others will be their first active priority. As the Church and the world experience rapid change in the development, formation, and facilitation of leadership, the ministries of total Catholic education are integral in developing new ways for us to accomplish our ancient mission.

Commitment to the Tradition— Commitment to Change

Leaders will be called who are deeply committed to the fullness of the Christian proclamation in the Roman Catholic tradition, and who are at the same time committed to the process of change. Today's leaders are called to continue the process of renewal, especially the international catechetical renewal so shaped by the Second Vatican Council. Renewal requires a knowledge and commitment to our tradition and mission. This commitment to our tradition and mission is brought to our contemporary experience. Our way is not that of isolation, shallow compromise, or loss of our unique identity but of authentic witness to the world.

The ministries of total Catholic education offer an authentic witness to the world, but not without challenge. Leaders will accept the changing environment as an opportunity to serve. Leaders will recognize the diversity present in our Church, neither rejecting sincere and authentically Catholic perspectives nor allowing particular perspectives to do violence to the unity of the Body of Christ. Directed toward both internal and external evangelization, our leaders will dream new dreams. They will grasp well the challenges of the developing interrelationship of ministries, the complexity of shifting resources, and the demands of providing for leadership in the present and future Church. Joining wisdom and courage, our leaders will provide direction for all God's people.

Of a Ministry—On a Mission

Leaders will be people who have given years of service, usually to a particular dimension of the mission. They will be people who bring a tradition of commitment both to the ministry of their origin and to the mission of total Catholic education. They will be people who appreciate the importance of a catholic and integrated perspective, recognizing that weakness in any area of

the educational-formational ministry of our Church weakens the whole. Far from being frightened that they might lose their own perspective, our leaders know that interaction and collaboration ensure vitality for the whole. They know that unity and diversity strengthen one another reciprocally.

This support for the entire mission will call leaders to collaborate across every area of our mission and at every level. Our leaders will call for shared vision rather than isolated perspectives; collaboration rather than competition; mutual support rather than comparisons. Leaders will be prepared to minister in the midst of slow change, and even resistance. While they will be tolerant and compassionate, there will be little toleration and understanding for those holding a perspective that our ministries are called to serve some other mission than that of Christ and the entire Church.

Comfortable with Systems— Concerned with People

Our leaders will be people who have made their peace with systems and have considerable skill in working within church systems. With an understanding of how to influence systems, the dynamics of decision making, and developing resources, these leaders know how to make a positive impact. Our leaders will be neither naive nor cynical but concerned with assisting church systems to do what they are intended to do: feed God's people. This concern will produce leaders who are

personally and spiritually mature; able to share the vision shaped by the mission; and capable of systemic organization, directed planning, implementation, and evaluation.

To assist systems in this way, our leaders will bring a genuine concern for the needs of people. Far from simply managing the system, our leaders will be servants of the people with whom they share leadership. Their commitment to leadership formation will continue in ministry to the ministers. In the midst of their responsibilities, leaders have a genuine concern for others and make time to be available to those with whom they minister. They are people who model lives of balance, working toward spiritual, physical, intellectual, and relational health.

The Church has been blessed with exceptional leadership in every dimension and every level of total Catholic education. Without the dedication and dynamic leadership of yesterday and today, the Church could not begin to look toward the leadership of tomorrow. The health and stability of the present offer the Church every hope for the future. In every age, the Church has asked a great deal from its leaders, and our day is not different. The very foundation of hope is the collaborative ministry of total Catholic education.

To lead this mission, the Church will need to depend on persons of superior personal qualities, skilled competence, and confident faith. The Lord has always been faithful, and so our hope is filled with expectation.



Section Two

Structures for Diocesan Educational/ Catechetical Leadership

Introduction

Section II addresses several fundamental structural considerations that have decisive consequences for the organization of diocesan educational/catechetical ministries. First, it offers a rationale for the priority of a diocesan educational/catechetical office. Then, several organizational principles for a diocesan educational/catechetical office are presented. Next, operational principles for a diocesan educational/catechetical office are suggested. Finally, several organizational models for the educational/catechetical ministry are critiqued in light of the organizational principles.

A. "Go, Make Disciples, and Teach": A Rationale for the Priority of the Diocesan Educational/Catechetical Office

Go, therefore, and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the holy Spirit, teaching them to observe all that I have commanded you.¹

Charging his disciples to continue his announcement of God's kingdom, Jesus founded the Church. If that Church is to be faithful to Jesus' mission and accomplish his aim, we must "go, make disciples, and teach." These gospel imperatives summarize the educational/catechetical dimension of the Church's mission and prioritize its position within the Church's universal mission to continue Jesus' announcement of the reign of God.

In distinct contrast to the pivotal position that the educational/catechetical ministry holds within the Church's mission, there have emerged unmistakable signs of its decline within or disappearance from diocesan organizational structures. Downsizing, streamlining, and consolidating entail cutbacks, reductions, and losses. Educational/catechetical personnel, programs, and services—despite their critical consequence to the Church's mission—often are the targets. Such reductions severely limit the effectiveness of the educational/catechetical ministry. In the wake of reorganization, restructuring, and realignment, some educational/catechetical offices are indistinguishable under corporate umbrellas such as the Department of Christian Life, Secretariat for Pastoral Services, or Vicariate for Parishes. Such invisibility unquestionably impairs the capacity of the local church to "go, make disciples, and teach."

In principle and experience, these gospel imperatives incarnate the Church's universal mission and guide its resolute intention: "transforming humanity from within and making it new."² So fundamental is the

person's right to a Christian education that the Church's essence, identity, and purpose are intrinsically bound up with its mission to "go, make disciples, and teach." The Second Vatican Council has stated:

Since every Christian has become a new creature by rebirth from water and the Holy Spirit, so that he may be called what he truly is, a child of God, he is entitled to a Christian education . . . In discharging her educative function, the Church is preoccupied with all appropriate means to that end. But she is particularly concerned with the means which are proper to herself, of which catechetical training is foremost.³

Thus, the Church's educational/catechetical enterprise constitutes part of the Church's character and self-understanding.

Pope Paul VI insisted that "[the Church] exists in order to evangelize."⁴ Evangelization, then, constitutes the Church's mission and purpose. The concepts of evangelization and mission, as well as the pastoral activities that embody them, are indistinguishable and interchangeable. To evangelize is to be the Church; to be the Church is to evangelize. Put simply, the Church would not be the Church if the Church did not evangelize. No single effort holds higher priority or keener urgency within the Church's mission than evangelization. In fact, all the Church's diverse yet complementary efforts should combine to animate and enhance our evangelical mission.

At the beginning of his pontificate, Pope John Paul II asserted that "catechesis is one of these moments—a very remarkable one—in the whole process of evangelization."⁵ He continued:

Within the whole process of evangelization, the aim of catechesis is to be the teaching and maturation stage, that is to say, the period in which the Christian, having accepted by

¹Matthew 28: 19-20, *New American Bible*, (New York: Oxford University Press, 1990).

²Pope Paul VI, *Evangelii Nuntiandi*, (Washington, D.C.: United States Catholic Conference, 1975), #18.

³*Declaration on Christian Education, The Documents of Vatican II*, ed. Walter M. Abbott, (New York: Guild Press, 1966), #2, 4.

⁴*Evangelii Nuntiandi*, #14.

⁵Pope John Paul II, *Catechesi Tradendae*, (Washington, D.C.: United States Catholic Conference, 1979), #18.

faith the person of Jesus Christ as the one Lord and having given him complete adherence by sincere conversion of heart, endeavors to know better this Jesus to whom he has entrusted himself: to know his "mystery", the Kingdom of God proclaimed by him, the requirements and promises contained in his Gospel message, and the paths that he has laid down for any one who wishes to follow him.⁶

This understanding of the evangelization/catechesis process recognizes it as the energizing center of the Church's pastoral ministry. To "go, make disciples, and teach" is the gospel imperative that breathes life and grace into the Church's educational/catechetical mission and raises that mission to a level of priority which cannot be disregarded or diminished if the Church is to remain faithful to its identity and purpose.

The Church uses every available means to communicate Jesus' saving message and realize his mission. Catholic schools, parish religious education programs, colleges, universities, seminaries, catechumenate programs, the worshipping community, and the family itself provide the environment that reflects "the four interrelated purposes of catechesis: to proclaim the mysteries of the faith; to foster community; to encourage worship and prayer; and to motivate service to others."⁷ Each setting is a "proper instrument of the Church . . . a place of evangelization, of authentic apostolate and of pastoral action."⁸ Authentic catechesis forms the bond common among these instruments of the Church's educational/catechetical mission. Each of these instruments is called to "do everything in its power to aid the Church to fulfill its catechetical mission."⁹

As the timely promulgation of the *Catechism of the Catholic Church* affirms, the priority of the Church's catechetical mission continues to be an important concern for Pope John Paul II. He has said:

The more the Church, whether on the local or universal level, gives catechesis priority over other works and undertakings the results of which would be more spectacular, the more she finds in catechesis a strengthening of her internal life as a community of believers and of her external activity as a missionary Church. As the twentieth century draws to a close, the Church is bidden by God and by events—each of them a call from him—to renew her trust in catechetical activity as a prime aspect of her mission. She is bidden to offer catechesis her best resources in people and energy, without sparing effort, toil or material means, in order to organize it better and train qualified personnel. This is no mere human calculation; it is an attitude of faith. And an attitude of faith always has reference to the faithfulness of God, who never fails to respond.¹⁰

The organization and allocation of resources for the Church's educational/catechetical mission rightly depend on the prudence and solicitude of church leaders. Pope John Paul II encouraged the bishops with these words:

But let the concern to foster active and effective catechesis yield to no other care whatever in any way. This concern will lead you to . . . take on in your diocese, in accordance with the plans of the Episcopal Conference to which you belong, the chief management of catechesis, while at the same time surrounding yourselves with competent and trustworthy assistants. Your principal role will be to bring about and maintain in your Churches a real passion for catechesis, a passion embodied in a pertinent and effective organization, putting into operation the necessary personnel, means and equipment, and also financial resources. You can be sure that if catechesis is done well in your local

⁶ Ibid., #20.

⁷ *Sharing the Light of Faith: National Catechetical Directory for Catholics of the United States*, (Washington, D.C.: United States Catholic Conference, 1979), #227.

⁸ *The Religious Dimension of Education in a Catholic School*, (Washington, D.C.: United States Catholic Conference, 1988), #33.

⁹ *The Catholic School*, (Washington, D.C.: United States Catholic Conference, 1977), #52.

¹⁰ *Catechesi Tradendae*, #15.

Churches, everything else will be easier to do.¹¹

Providing such organization on the national level is the responsibility of every Conference of Bishops and consists primarily of national structures for the promotion of catechetical activities for adults, youth, and children in parishes, families, Catholic schools, colleges, seminaries, and institutes. Providing such organization on the diocesan level is the responsibility of every diocesan bishop¹² and consists primarily in establishing diocesan structures in which the priority of the local church's educational/catechetical mission is clearly evident.

Just as the mission of the universal Church determines the structure of the universal Church, so the mission of the local church should determine the structure of the local church. The educational/catechetical dimension of those corresponding and complementary missions should be explicitly apparent in the structures that are established and the resources that are allocated to achieve the objectives of the missions.

Pope Pius XI established the diocesan catechetical office in the decree *Provido sane*. The General Catechetical Directory unequivocally asserts, "No diocese can be without its own Catechetical Office."¹³ It also recognizes that the diocesan catechetical office, as "part of the diocesan curia,"¹⁴ is "the means which the bishop as head of the community and teacher of doctrine utilizes to direct and moderate all of the catechetical activities of the diocese."¹⁵ The General Catechetical Directory affirms that the diocesan catechetical office should supervise the entire catechetical organization of the diocese, should have a staff of persons who have special competence, should promote and direct the basic cells of catechetical action, and should set up permanent centers for training catechists.¹⁶ The Code of Canon Law emphasizes this point when it asserts:

Local ordinaries are to see to it that catechists are duly prepared to fulfill their task cor-

rectly, namely, that continuing formation is made available to them, that they acquire a proper knowledge of the Church's teaching, and that they learn in theory and in practice the norms proper to the pedagogical disciplines.¹⁷

Following the directive of both Pius XI and the General Catechetical Directory, our National Catechetical Directory, *Sharing the Light of Faith*, simply assumes that the existence of a diocesan catechetical office is essential for the effectiveness of the catechetical mission of a local church and offers several models for such an office.

In many large dioceses with complex problems, a chief diocesan administrator of Catholic education, representing the bishop, is responsible for and coordinates the entire catechetical/educational mission through a Department of Education. All offices—which may include a School Office, Office of Religious Education (CCD), Adult Education Office, Campus and Young Adult Ministry Office, and Family Life Ministry Office—report directly to this chief administrator. Frequent collaboration among staff of the various offices fosters the coordination of catechetical efforts and facilitates interdisciplinary projects and programs.

In some dioceses, the Office of Religious Education is responsible for administering diocesan catechetical policy. Where this structure exists as the "catechetical office," personnel should be available to administer and service adult, youth, elementary, pre-school, and special catechetical programs.

In other dioceses there is an Office for Christian Formation, with a vicar or secretary responsible for administering catechetical policy and coordinating the catechetical

¹¹Ibid., #63.

¹²National Catechetical Directory, #218.

¹³General Catechetical Directory, (Washington, D.C.: United States Catholic Conference, 1971), #126.

¹⁴Ibid., #126.

¹⁵Ibid., #126.

¹⁶Ibid., #126.

¹⁷Code of Canon Law, (Washington, D.C.: Canon Law Society of America, 1983), #780.

functions with other aspects of pastoral ministry: education, liturgy, ecumenism, etc.¹⁸

Whatever model is chosen, the National Catechetical Directory affirms that "the Diocesan Catechetical Office should have sufficient personnel to serve as resources to parishes, areas, or regions in relation to all aspects of catechesis."¹⁹

In summary, then, the mission of the Church is to announce the kingdom of God, to evangelize. Since catechesis is a dynamic and concrete component in the process of evangelization, the educational/catechetical mission conveys, sustains, and enhances the Church's mission to evangelize. Such a crucial element within the Church's mission as education/catechesis requires organization and structure appropriate to each level of church life: universal, national, regional, local, parish, and family. Every diocese, therefore, must establish an office that is inclusive of all the various forms and settings for catechesis to guide and promote its educational/catechetical mission under the direction of the bishop.

The Church's teaching office has consistently and formally confirmed these directives within its ordinary Magisterium. Thus the Church must continue to pursue them with singular dedication and concentrated intensity. The gospel imperatives require no less: "go, make disciples, and teach."

B. Organizational Principles for the Diocesan Educational/Catechetical Office

Effective Organizations Have a Structure That:

1. The Mission Determines

The diocesan offices for education/catechetical ministries do not exist for themselves but to serve the mission

of the diocese and to provide advocacy, resources, and training for those committed to the mission. The diocesan offices provide the support needed by parishes and schools through direct services for adults, youth, and children so that they may grow in faith and live it more authentically each day.

Example

Planning and staff decisions continually refer to the mission of the diocese to ensure that these activities effectively carry out this mission.

2. Promotes Lifelong Learning

The diocesan structure models and supports the vision that education/catechesis is a cohesive and comprehensive effort for children, youth, and adults to grow in faith (cf. Canon 776) and that the most influential agents involved in this formation process are the *family*,²⁰ the *parish community*²¹ and those involved in intentional faith formation (*catechists*) in parish and school settings.²² The four essential components of total Catholic education²³ are advocated and interwoven in programs and services.

Example

A staff member has expertise in and responsibility for fostering adult religious education in the parishes of the diocese.

3. Reflects, Fosters, and Supports a Vision of Total Catholic Education/Catechesis

In our time, the mission to teach as Jesus did is carried out through a variety of programs: Catholic elementary and high schools, parish religious education programs for preschoolers through adults, programs for those with special challenges, family programs. Diocesan structures support all of these delivery systems.

Example

Diocesan staff and resources are provided to support children's catechesis, adolescent catechesis, and adult catechesis and to enhance the partnership between parents, the parish community, and catechists in parish and school settings.

¹⁸ *National Catechetical Directory*, #238.

¹⁹ *Ibid.*, #238.

²⁰ *Ibid.*, #212, 221.

²¹ *Ibid.*, #60d.

²² *Ibid.*, #213, 181.11.

²³ *Ibid.*, #213, 215, 227, 228.

4. Identifies by Name the Educational/Catechetical Functions

The way in which a diocese organizes itself and its processes in order to serve the mission of the Church signals priorities and essential functions. By identifying a specific part of the structure for education/catechesis, the diocese identifies these ministries as essential to achieving the mission of the diocese.

Example

The responsibility for education/catechetical services is clearly identified through the name of the particular diocesan office and the title given to the individual(s) responsible for providing these services.

5. Facilitates Collaboration

The linkages between and among the various ministries, the commitment to a shared mission, and good working relationships require collaboration.

If related ministries are not located within the same department or office, there must be some structural linkage to ensure that there is a collaborative approach to carrying out the intersecting activities.

Example

There is a diocesan Christian Initiation Team composed of staff from the catechetical office, the Catholic school office, and the liturgy office for the proper implementation of the Rite of Christian Initiation of Adults.

If catechesis and youth ministry are in separate departments, there must be some structural linkage to ensure a cohesive approach to the important responsibility of adolescent catechesis.

6. Assumes Subsidiarity

What can be accomplished by initiative and industry at one level is not assigned to or assumed by a higher organization or authority.

Example

Parishes recruit and provide initial orientation/training of catechists. The diocesan office provides an array of offerings for catechist formation and certification. A pastor approves the catechists for the parish.

7. Requires Clear Lines of Accountability and Adequate Supervision

Clear lines of accountability are established along with definite expectations for mutual interdependence and collaboration. Supervision of personnel is done in accord with established goals and objectives. The number of persons supervised and the number of areas of expertise needed to supervise and evaluate competently must be realistic and manageable.

Example

The superintendent of schools is responsible to the bishop through the director of the department of educational services and the diocesan commission on education. Staff is immediately responsible to the superintendent.

C. Operational Principles for the Diocesan Educational/Catechetical Office

Effective Operations within the Structures:

1. Warrant Accessibility to the Bishop

Though structures will vary, they should enable the bishop and staff to exercise their ministry and provide access to creative involvement in the work of the Church. Two-way communication mechanisms are essential between the ordinary and his educational/catechetical administrators.

Example

In a diocese the bishop and catechetical director meet at least once a month to review projects and discuss common religious education concerns and issues.

2. Depend Upon Competent Educational/Catechetical Leaders

Those selected for educational/catechetical leadership positions are chosen because they have the necessary experience and competencies to carry out their responsibilities effectively. Competency in knowledge and understanding of church structures; communication skills; delegation/collaboration; administrative/organization-

al/technological skills; and planning/budgeting are required of all administrators. There also are specific competencies called for by the various roles, e.g., a director of religious education would need a knowledge of theology/church teaching; a superintendent would need knowledge of school law; vicars/secretaries/directors of education would have to be able to articulate a vision of total Catholic education.

Example

Guidelines for the selection of qualified personnel are in place. (See section IV of this resource, pp. 32-33.)

3. Presume Clear Role Descriptions and Responsibilities

Each person within the organization has a clear idea of what is expected of him or her. There also should be enough role flexibility to allow for creativity and the management of the unexpected. Work is divided among departments, offices, and individuals to maximize both productivity—that is, effective and efficient outcomes—and quality of work life.

Example

Each employee has a written job description: a clear statement of what roles a person is to play and what tasks he or she is to perform. (See section III-D of this resource, pp. 25-26.)

4. Include Regular, Systematic Planning

The best structures are capable of responding to changing or new situations and local circumstances. This will happen if a regular and systematic planning process is in place, including a periodic organizational audit. Such a process involves: looking at needs; developing a mis-

sion statement, objectives, and strategies; implementation; and evaluation.

Example

Every three years, the mission statement of a Catholic school office is reviewed, new priorities are determined, and objectives developed. Strategies are written yearly.

5. Provide Just Personnel Policies, Procedures, and Practices

Just treatment is a fundamental human right (remuneration and benefits: Canon 231.2). Administrative discretion is structured by clear policies and procedures. Administrative procedures are maintained for the protection of rights and redress of grievances.

Example

A personnel policies and procedures handbook which outlines the rights, responsibilities, and benefits of a diocesan employee is available.

6. Require Sufficient Personnel and Financial Resources

How will the diocese provide for what its educational/catechetical leaders consider service of value? Once determined, only necessary roles are established. In justice to both the diocese and the employee, neither too little nor too much is expected of an individual. Resources necessary to carry out responsibilities and services are appropriately allocated.

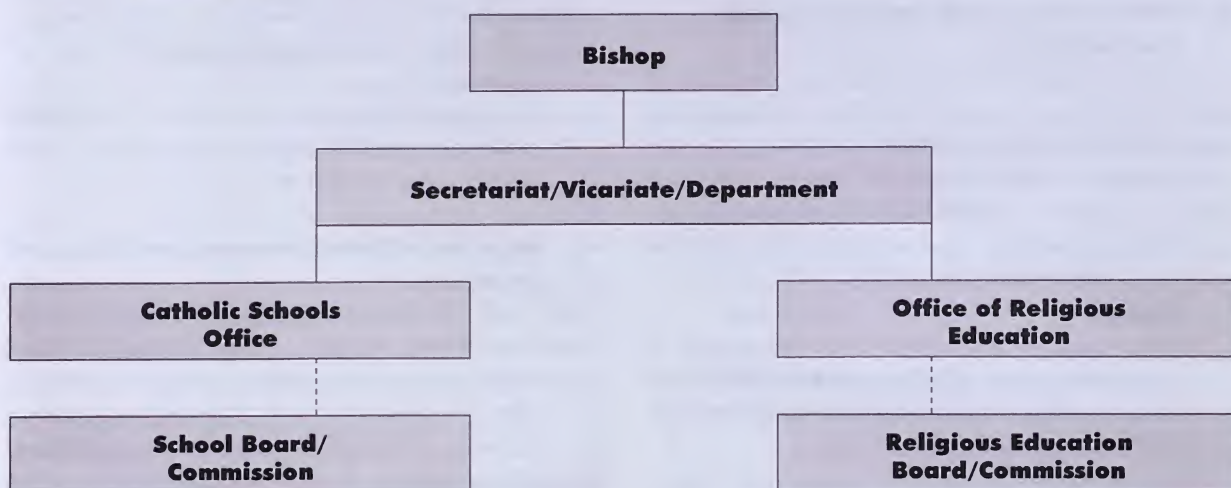
Example

Diocesan budgets provide adequate resources for personnel and programs for a balanced advocacy and support of educational/catechetical ministries.

D. Diocesan Organizational Models/Critiques

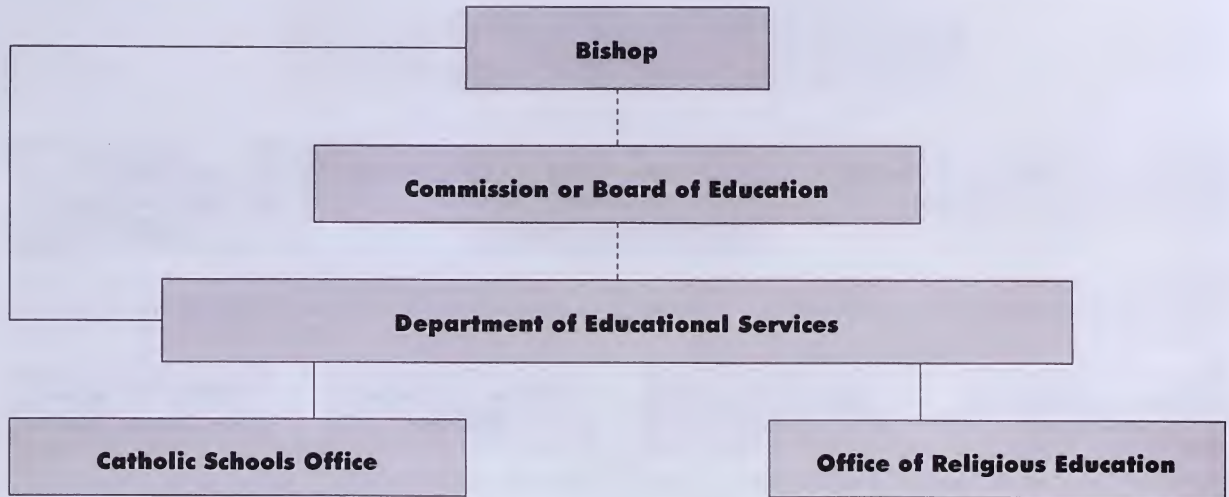
The research base of the Leadership Project suggested that there are several organizational models for the diocesan educational/catechetical ministry in wide use in the dioceses of the United States. This section presents eight such models and offers a critique of each based on the organizational principles offered in the previous sections. The operational principles already articulated are equally important criteria for evaluating the effectiveness of the models, but the operational principles are so dependent upon the specific personnel and local circumstances that they do not lend themselves to generalization. For example, two different sets of personnel and circumstances may be described by a single model, but the manner and style of the operation of that model might vary significantly.

MODEL A



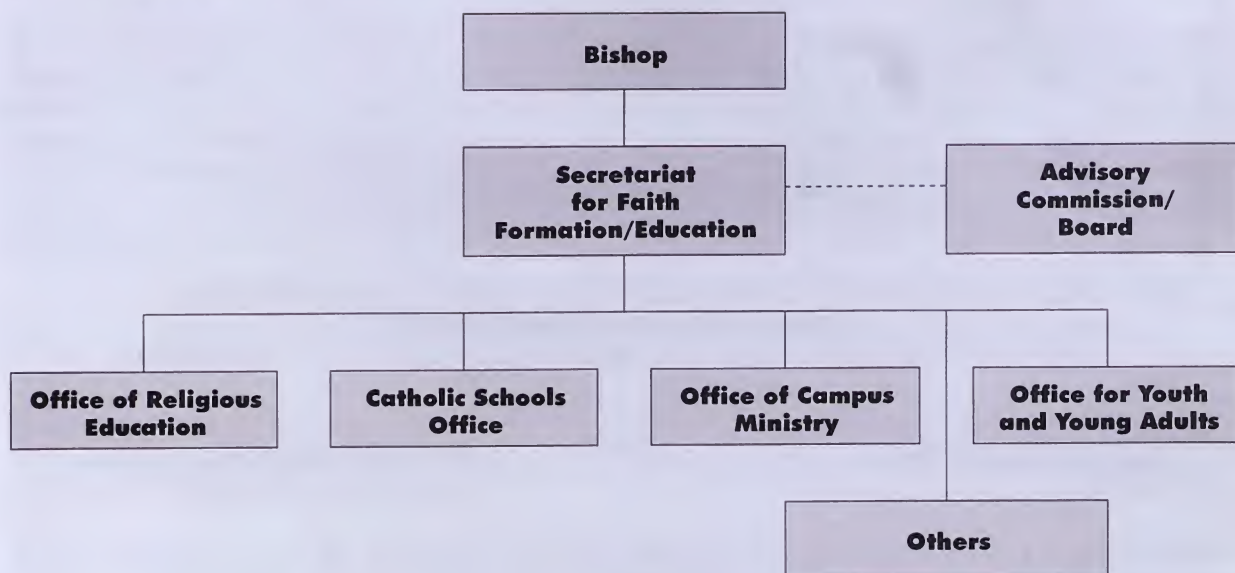
In Model A, the diocesan educational/catechetical mission seems to determine the structure. It is unclear, however, whether the structure promotes lifelong learning because the ministry of adult catechesis is not evident. The model seems to reflect, foster, and support a vision of total Catholic education/catechesis, and it clearly identifies the educational/catechetical functions. It is unclear, however, whether this model facilitates collaboration within the secretariat/vicariate/department. The model seems to assume subsidiarity and to require clear lines of accountability and adequate supervision.

MODEL B



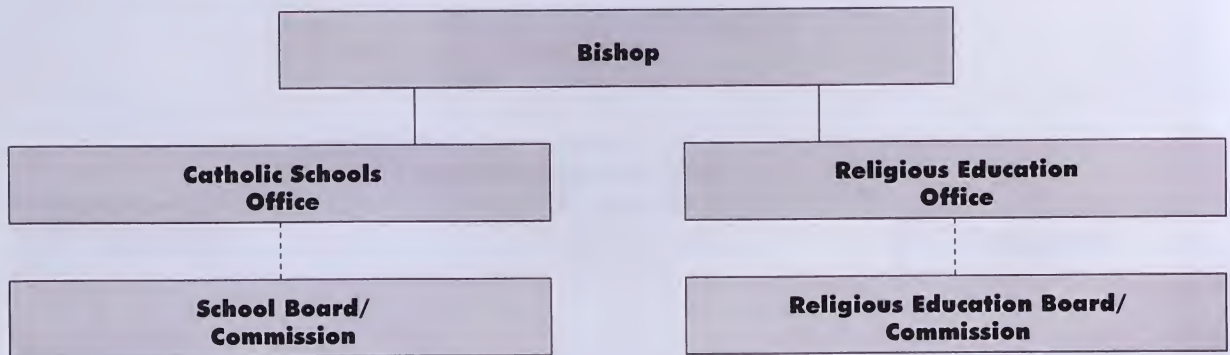
Model B seems to indicate that the educational/catechetical mission determines the structure. If adult religious education is a function of the office of religious education, then the structure promotes lifelong learning. Because the Office of Schools and the Office of Religious Education are within one department, the structure seems to reflect, foster, and support a vision of total Catholic education. The model further supports the diocesan mission by identifying by name the educational/catechetical functions and has the potential to facilitate collaboration. The structure indicates clear lines of accountability and adequate supervision. The structure seems to assume subsidiarity.

MODEL C



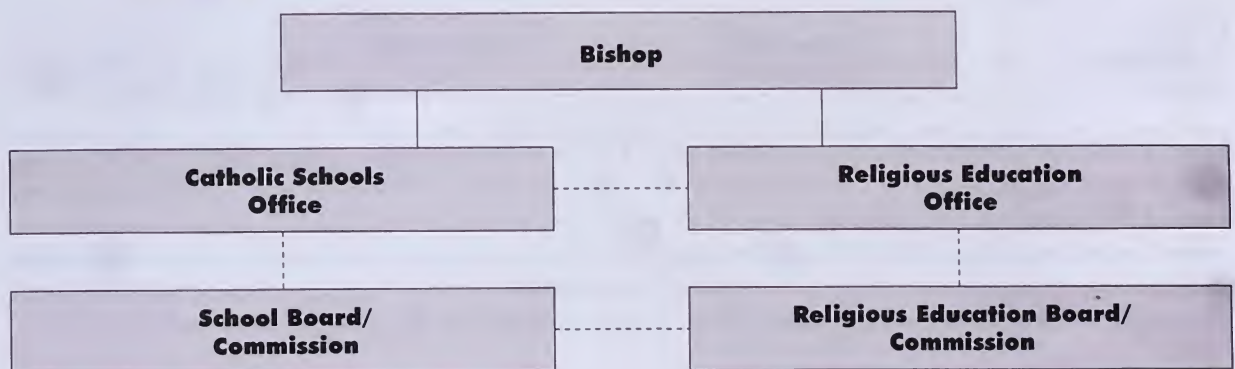
Model C seems to indicate that the educational/catechetical mission determines the structure. The structure does not seem to promote lifelong learning because there is no mention of adult religious education. However, this model seems to reflect, foster, and support a vision of total Catholic education. If there are too many "other" offices, however, adequate supervision could not be guaranteed. It is unclear whether this structure facilitates collaboration or assumes subsidiarity.

MODEL D



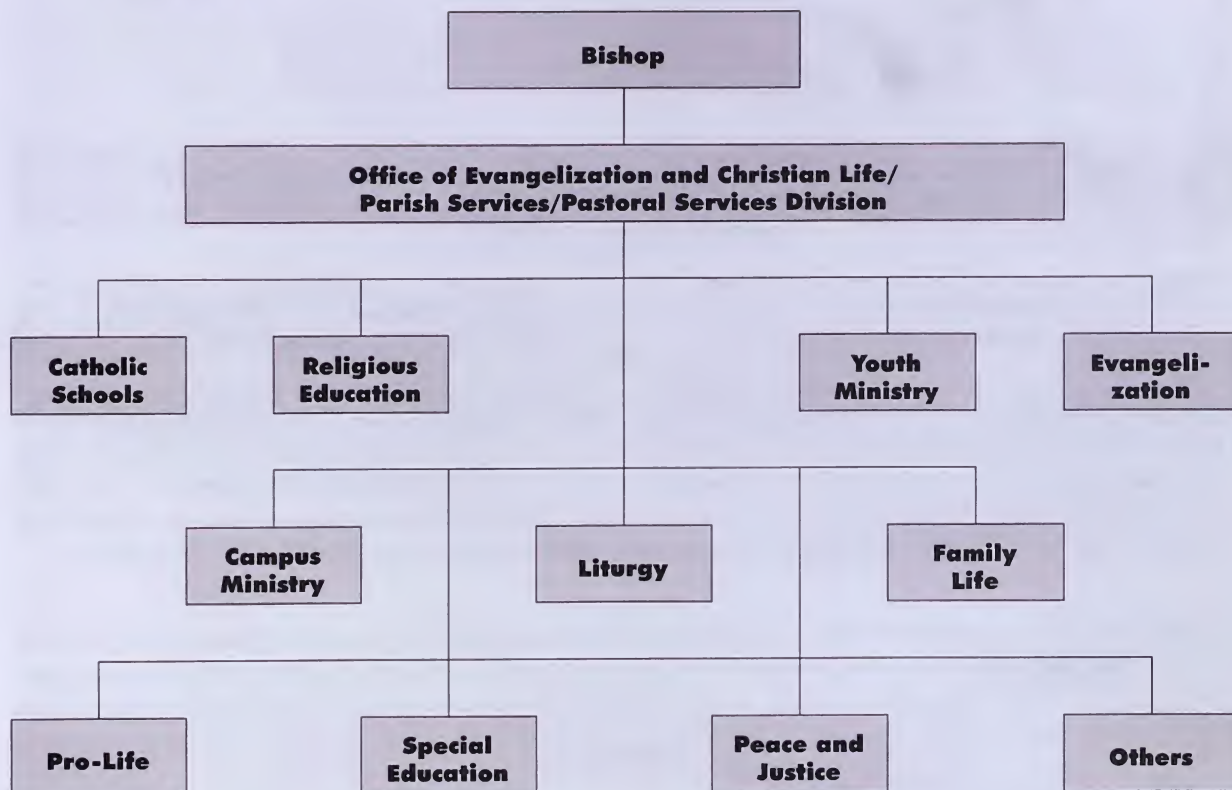
In model D, the educational/catechetical mission seems to determine the structure. Unless the Religious Education Office has responsibility for adult catechesis, however, this model would not necessarily promote lifelong learning. The model does not seem to reflect, foster, and support a vision of total Catholic education/catechesis, but it does clearly identify by name the educational/catechetical functions. The model does not seem to facilitate collaboration, except through the office of the bishop, but does assume subsidiarity and require clear lines of accountability.

MODEL E



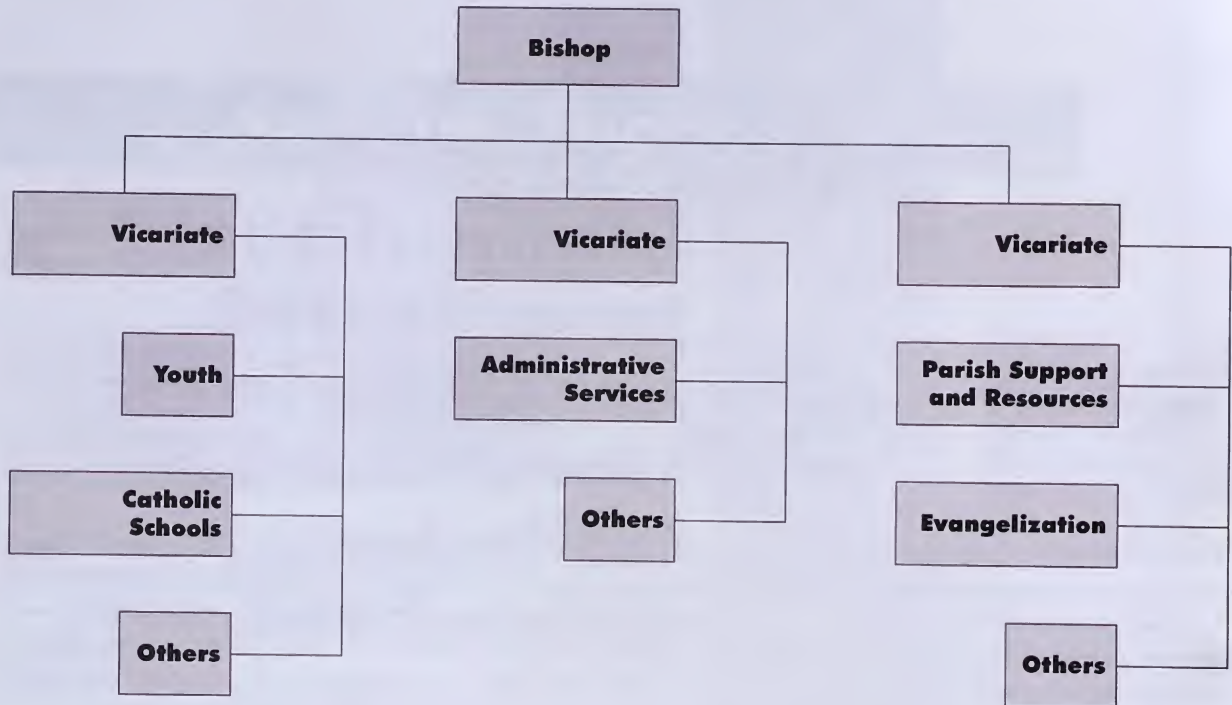
In model E, the educational/catechetical mission seems to determine the structure. Unless the Religious Education Office has responsibility for adult catechesis, however, this model would not necessarily promote lifelong learning. The model does not seem to reflect, foster, and support a vision of total Catholic education/catechesis, but it does clearly identify by name the educational/catechetical functions. The model does seem to facilitate collaboration between the superintendent and the diocesan director of religious education and between the school board or commission and the religious education board or commission. The model assumes subsidiarity and requires clear lines of accountability and adequate supervision.

MODEL F



Model F indicates a commitment to the mission of the Church in its articulation of evangelization as its primary work. If adult religious education is a responsibility of the religious education office, this structure promotes lifelong learning. Presuming adult religious education, all the elements of a vision of total Catholic education/catechesis are present but seemingly fragmented. Though the educational/catechetical functions are identified, they are not readily visible and are not signaled as priorities. There is no indication that the structure supports or facilitates collaboration; subsidiarity and lines of accountability are not clear. There is no indication that adequate supervision is possible.

MODEL G



In model G, the relationship between mission and structure is not evident. There is no indication of a structure that promotes lifelong learning or a vision of total Catholic education. There is no identification by name of catechetical functions. Such a structure probably doesn't facilitate collaboration. This structure gives no evidence of assuming subsidiary. Lines of accountability seem clear.

A. Responsibilities for Recruitment of Diocesan Educational/Catechetical Leaders

Every year there are diocesan leadership positions in education that are not filled. Search committees repeatedly reopen the process because there are no adequate candidates or the "right" person was not found. Without some intervention, these realities probably will not change. Creative, inspired, faith-filled individuals capable and willing to be directors of education, religious education directors, or superintendents of schools do not just "happen"; they must be identified, recruited, and prepared for these essential leadership ministries in the Church.

The delivery systems of the past no longer exist. These positions will not be filled in great numbers by members of religious communities; diocesan clergy no longer enroll in large numbers in the university programs that once prepared them to assume diocesan positions in education. Pastoral concerns in other areas, decreasing numbers of priests and religious, and convictions that education is a ministry well-suited to lay leadership have combined to create a new reality. The pool of candidates shows greater diversity now, a trend which will increase in the future.

The challenge is assuring a succession of qualified leaders. This challenges all who hold major positions within the administration of education in a diocese to identify, encourage, and form the women and men who will one day take their places.

The identification of persons with the talents to be diocesan leaders is the first step. Four characteristics mark successful vicars of education, directors of religious education, and superintendents of schools: These leaders are persons of faith; they are able to relate well to all types of people; they accept responsibility by taking initiative; and they are comfortable working within the Church's institutional structure. In the near future, professional leadership-selection instruments will be devised and made available for use by dioceses seeking chief educational/catechetical leaders. Informal observation of the performance of diocesan-level educational/catechetical administrators, as well as persons holding administrative posts in parishes and schools, is the best means available at this time to identify and

encourage such talent. Even after the completion of the more formal selection instruments, the informal observation will still be an important method for the identification and selection of talent.

Present diocesan leaders are in a position to identify such future leaders, but the identification and selection process must become a more conscious activity. The second essential step is encouraging candidates to aspire to leadership. From time to time, talent is recognized with a thought or comment like, "That person would make an excellent diocesan director or superintendent." Yet nothing happens, and the thought or comment passes. Seeking advancement within church administration is not always a goal of those working in the Church's educational ministries. Sometimes it is not even considered. Planting the idea and nourishing its growth will aid future leaders to take the steps required to prepare themselves. While persons may learn that there are ministry opportunities in diocesan leadership through seeing position openings advertised in various publications, certain individuals will need personal reassurance to investigate such openings. Individual discussions, sharing of personal experiences in informal conversation, and especially unambiguous encouragement to take necessary training programs usually are needed.

Providing opportunities for preparation is the next step. The skills, attitudes, and vision necessary for effective leadership do not come without proper training and formation. Religious communities and dioceses invested resources in preparing leaders of the past; no less an investment is needed now for the future.

While some Catholic colleges and universities have responded to the need for developing leadership for Catholic schools, a corresponding effort must be developed for the preparation of diocesan educational and catechetical leaders. The Diocesan Educational/Catechetical Leadership Project has developed a list of competencies for diocesan leaders (which follows) and planned a week-long institute to foster skill development in these competency areas. Actual experience in diocesan administration, of course, is another way to acquire the skills and is best done with supervision and support. This means that current diocesan leaders have to construct the learning opportunities and give support to possible candidates through them. Many pro-

jects in the Church's education ministries exist as opportunities for learning about the challenges of leadership and the ways to meet those challenges successfully. The current level of compensation paid to educators in schools and parishes makes it unlikely that they will be able to afford the cost of further preparation on their own. Financial resources must be allocated for leadership development.

When Jesus called his disciples, he invited them to join in his mission. He provided three years of preparation and then sent the Spirit to provide the ongoing support. That mission to further God's reign remains. The responsibility is now ours—to invite, to support, and to prepare. In a real sense, we must reproduce ourselves.

B. Competencies of Diocesan Educational/Catechetical Leaders

COMPETENCY #1

VISION OF TOTAL CATHOLIC EDUCATION

Demonstrates an ability to articulate a vision of total Catholic education in all settings

Core Indicators for Diocesan Educational/Catechetical Leadership

Demonstrates:

- an ability to infuse a vision of total Catholic education in all settings appropriate to their responsibility through verbal, written, and interpersonal communication
- an awareness and a working knowledge of major church documents on Catholic education and catechetics

Specific Indicators for:

Vicar/Secretary/Director of Education

Demonstrates:

- an ability to advocate the importance of providing Catholic educational/catechetical opportunities for *all* persons, conditions, and cultures, preschool through adulthood
- an ability to ensure the development of guidelines to be implemented on all levels of diocesan structures that reflect the inclusion of *all* persons and cultures
- an ability to articulate the need for interaction, collaboration, and accountability among all agen-

cies (home, parish, school, diocesan offices, etc.) and instructors (parents, catechists, teachers, etc.) in providing total Catholic educational/ catechetical services

Superintendent of Schools

Demonstrates:

- a knowledge of educational philosophy, law, and current research and trends in education affecting Catholic schools
- a willingness and ability to interact and collaborate with all appropriate educational/catechetical agencies and persons
- an ability to ensure the development of guidelines to be implemented in Catholic schools that reflect the inclusion of all persons and cultures
- an ability to articulate the need for interaction, collaboration, and accountability within the Catholic school community and with other agencies to provide appropriate services

Diocesan Director of Religious Education

Demonstrates:

- a knowledge of current developments, issues, trends, and research in catechetics
- a knowledge of lifelong learning by articulating a vision of faith development including adults, youth, and children
- a willingness and ability to interact with all appropriate educational/catechetical agencies and persons
- an ability to ensure the development of guidelines to be implemented in parish catechetical programs that reflect the inclusion of *all* persons and cultures
- an ability to articulate the need for interaction, collaboration, and accountability within parish catechetical programs and other agencies to provide appropriate services

COMPETENCY #2

CHURCH SYSTEMS AND STRUCTURES

Demonstrates an understanding of church structures and systems

Core Indicators for Diocesan Educational/Catechetical Leadership:

Demonstrates:

- an understanding of church structures, systems, and styles of governance

- an ability to work effectively in both hierarchical and collegial settings

Specific Indicators for:

Vicar/Secretary/Director of Education

Demonstrates:

- an ability to articulate the role of the ministry of Catholic education/catechesis in the mission of the local church by using formal and informal structures for communication and decision making
- an ability to develop a mission statement and a process for future planning
- an ability to articulate the interrelationships of parish, regional, and diocesan personnel, agencies, and offices
- an ability to describe and implement effective decision-making processes and accountability in all diocesan levels
- an ability to visualize structures by developing organizational charts showing interrelationships within the structure of the diocese

Superintendent of Schools

Demonstrates:

- an ability to articulate the role of the Catholic school and its programs so it functions effectively within the diocesan mission statement, planning, and decision making
- an ability to articulate the interrelationships between the Catholic school and other agencies and personnel
- an ability to describe and implement effective decision-making processes and accountability in the Catholic schools
- an ability to develop organizational charts showing interrelationships within the Catholic school structure

Diocesan Director of Religious Education

Demonstrates:

- an ability to articulate the role of the parish catechetical programs so they function effectively within the diocesan mission statement, planning, and decision making
- an ability to articulate the interrelationships between parish catechetical programs and other agencies and personnel

- an ability to describe and implement effective decision-making processes and accountability in all parish catechetical programs
- an ability to develop organizational charts showing interrelationships within the parish catechetical structure

COMPETENCY #3

COMMUNICATION SKILLS

Demonstrates an ability to use effective communication skills

Core Indicators for Diocesan Educational/Catechetical Leadership

Demonstrates:

- effective verbal, written, and interpersonal communication skills

Specific Indicators for:

Vicar/Secretary/Director of Education

Demonstrates:

- an ability to advocate the mission of total Catholic education/catechesis by preparing verbal and written statements on educational policies and practices for the total diocesan community
- effective interpersonal skills with all constituents in the Church's educational/catechetical ministry (persons, genders, cultures, clergy, religious, laity, etc.)

Superintendent of Schools

Demonstrates:

- an ability to advocate the mission of the Catholic school through verbal and written statements on educational policies and practices for the local community
- effective interpersonal skills with all constituents in the Catholic school community

Diocesan Director of Religious Education

Demonstrates:

- an ability to advocate the mission of the parish catechetical ministry through verbal and written statements on catechetical policies and practices for the local community
- effective interpersonal skills with all constituents in the parish catechetical community

COMPETENCY #4

COLLABORATION/DELEGATION/SHARED DECISION MAKING

Demonstrates an ability to involve members of the Catholic educational/catechetical community in decision making

Core Indicators for Diocesan Educational/Catechetical Leadership

Demonstrates:

- an ability to recognize the talents of the members of the Catholic educational/catechetical community and involve them in the decision-making process affecting their ministry
- an ability to delegate responsibility to appropriate personnel in the educational/catechetical ministries

Specific Indicators for:

Vicar/Secretary/Director of Education

Demonstrates:

- an ability to provide clear role descriptions, staff responsibilities, and a system of accountability for diocesan educational/catechetical ministries
- an ability to provide for regularly scheduled meetings of department directors and staff members to plan and evaluate the effectiveness of the diocese's total educational/catechetical ministry of the diocese
- an ability to develop processes for staff to collaborate on critical issues (e.g., sacramental preparation, personnel issues, etc.) with other departments as appropriate and/or necessary

Superintendent of Schools

Demonstrates:

- an ability to provide clear role descriptions, staff responsibilities, and a system of accountability for the Catholic school community
- an ability to provide for a regular schedule of meetings with local administrators and staff to plan and evaluate the effectiveness of the Catholic school ministry in the diocese
- an ability to provide clear role descriptions, staff responsibilities, and a system of accountability for Catholic school personnel

- an ability to develop processes for the staff to collaborate on critical issues affecting Catholic school students, programs, and personnel

Diocesan Director of Religious Education

Demonstrates:

- an ability to provide clear role descriptions, staff responsibilities, and a system of accountability for the religious educational/catechetical community
- an ability to provide for a regular schedule of meetings with parish religious education directors and staff to plan and evaluate the effectiveness of the catechetical ministry in the diocese
- an ability to provide clear role descriptions, staff responsibilities, and a system of accountability for parish catechetical program personnel
- an ability to develop processes for the staff to collaborate on critical issues affecting parish catechetical students, programs, and personnel

COMPETENCY #5

FACILITATION AND ENABLEMENT

Demonstrates an ability to facilitate/enable members of the Catholic educational/catechetical community to be involved in decision making

Core Indicators for Diocesan Educational/Catechetical Leadership

Demonstrates:

- an ability to recognize the educational/catechetical needs of diverse audiences and develop processes and procedures that enable them to respond effectively to those needs
- demonstrates the ability to implement processes and programs to educate, motivate, and challenge those involved in the educational/catechetical ministry to effectively address current and future issues and trends

Specific Indicators for:

Vicar/Secretary/Director of Education

Demonstrates:

- an ability to plan, implement, and evaluate programs intended to facilitate and enable diocesan-level staff to grow to their full potential in their educational/catechetical service

Superintendent of Schools

Demonstrates:

- an ability to implement processes and programs to facilitate the education, motivation, and challenging of administrators in Catholic school ministry

Diocesan Director of Religious Education

Demonstrates:

- an ability to implement processes and programs to facilitate the education, motivation, and challenging of parish catechetical directors and coordinators

COMPETENCY #6

ADMINISTRATION/ORGANIZATION/TECHNOLOGY

Demonstrates a knowledge and application of administrative, organizational, and technological skills, processes, and procedures to fulfill the varied educational/catechetical ministries

Core Indicators for Diocesan Educational/Catechetical Leadership

Demonstrates:

- evidence of previous effective administration in a Catholic educational/catechetical environment
- an ability to implement collaborative planning, decision-making, and evaluative procedures
- an ability to implement a comprehensive program to recruit, screen, hire, and retain competent personnel
- the possession of an advanced degree appropriate to the position
- an ability to maximize the utilization of current communications technology at all levels of diocesan programs
- an ability to provide ongoing training and resources to improve the utilization of technology
- a knowledge and use of group- and conflict-management processes
- evidence of continuing personal and professional updating
- membership in national professional organizations
- a knowledge of canon and civil law affecting educational/catechetical ministries

Specific Indicators for:

Vicar/Secretary/Director of Education

Demonstrates:

- an ability to develop, maintain, and explain the varied and interconnected organizational structures and relationships present in the diocesan educational/ catechetical ministries
- an ability to ensure the existence of ongoing processes to review and update the mission and purpose of the educational/catechetical ministries

Superintendent of Schools

Demonstrates:

- an ability to develop, maintain, and explain the varied and interconnected organizational structures and relationships present in the Catholic school

Diocesan Director of Religious Education

Demonstrates:

- an ability to develop, maintain, and explain the varied and interconnected organizational structures and relationships present in the parish catechetical program

COMPETENCY #7

PLANNING AND RESOURCE MANAGEMENT

Demonstrates an ability to plan and manage resources

Core Indicators for Diocesan Educational/Catechetical Leadership

Demonstrates:

- an ability to plan, develop, and manage human, financial, and educational/catechetical resources for both long- and short-term needs

Specific Indicators for:

Vicar/Secretary/Director of Education

Demonstrates:

- an ability to develop and implement diocesan guidelines that provide a process for planning and managing human, financial, and educational/ catechetical resources
- an ability to develop an ongoing process to train educational/catechetical administrators to imple-

ment planning and resource management on the diocesan and local level

- an understanding of and an ability to implement effective development and marketing strategies intended to strengthen the financial and human resources available to diocesan educational/catechetical services

Superintendent of Schools

Demonstrates:

- an ability to implement a process for planning and managing human, financial, and educational resources for Catholic schools
- an ability to develop programs to train school administrators to implement planning and resource management at the local level
- an ability to understand and implement federal/state programs that provide services to Catholic school students and professional staff

Diocesan Director of Religious Education

Demonstrates:

- an ability to implement a process for planning and managing human, financial, and educational resources for parish catechetical programs
- an ability to develop programs to train parish catechetical leaders in implementing planning and resource management at the local level

C. Qualifications of Diocesan Educational/Catechetical Leaders

Certain qualifications also are needed by persons in diocesan educational/catechetical leadership positions:

The diocesan educational/catechetical leader

- is a believing and practicing Catholic
- possesses personal and professional integrity and conviction
- shows flexibility and a sense of humor
- possesses sufficiently good health to perform the required tasks
- is sensitive to individuals with special needs resulting from cultural, racial, gender, personal, and social conditions

D. Sample Job Descriptions for Diocesan Educational/Catechetical Leaders

Secretary/Director/Vicar of Education

A. Leadership

- Serves as the delegate of the diocesan bishop in all educational/catechetical matters and is accountable to the diocesan bishop
- Shapes the vision for total Catholic education in the diocese
- Cooperates with the diocesan educational/catechetical boards to develop diocesan educational/catechetical policies and implement those policies
- Coordinates interactions among the educational/catechetical offices
- Provides an annual report on total Catholic education to the diocesan bishop
- Works collaboratively with diocesan councils, commissions, organizations, and pastors and other parish staff
- Works with the broader educational and civic community within and outside of the Church
- Provides leadership on a variety of issues in different settings

B. Administration

- Reviews and approves budgets for all educational/catechetical offices
- Directs and supervises the operation of the diocesan educational/catechetical offices

C. Communication

- Provides for effective communications with all those involved in total Catholic education within the Church, including clergy, religious, community leaders, principals, directors of religious education, teachers, and catechists
- Communicates the goals of total Catholic education to the broader civic and ecumenical community

Superintendent of Schools

A. Leadership

- Serves as the delegate of the diocesan bishop in all school matters and is accountable to the diocesan

bishop or the secretary/director/vicar where there is one

- Cooperates with the diocesan board of total Catholic education and/or school board to develop diocesan educational policies and implement those policies
- Anticipates future needs and possibilities
- Designs and manages the organizational change process to ensure an improved future
- Provides an annual report on schools to the diocesan bishop
- Works collaboratively with the diocesan catechetical office, councils, commissions, organizations, and clergy and other parish staff
- Works with the broader educational and civic community within and outside of the Church
- Provides leadership on a variety of issues in different settings

B. Administration

- Develops budget for the schools office
- Directs and supervises the operation of the diocesan school office and its professional and support staff
- Practices effective personnel policies and procedures

C. Communication

- Provides for effective communications with all those involved in Catholic school education within the Church, including clergy, religious, community leaders, principals, and teachers by gathering, interpreting, and disseminating information
- Is the major spokesperson for and on behalf of Catholic schools in the diocese
- Communicates the goals of total Catholic education to the broader civic and ecumenical community

Diocesan Director of Religious Education

A. Leadership

- Serves as the delegate of the diocesan bishop in all catechetical matters and is accountable to the diocesan bishop or to the secretary/director/vicar where there is one
- Cooperates with the diocesan board of total Catholic education and/or catechetical boards to develop diocesan educational policies and imple-

ment those policies, especially in the areas listed for the mission of the office in the *National Catechetical Directory* (#218b)

- Assists parishes in organizing, planning, programming, and evaluating lifelong religious education
- Develops and administers teacher training and certification policies (NCD #218) for catechists in parish and school religious education programs
- Reviews, evaluates, and recommends religious education resources for lifelong catechesis (e.g., texts and audiovisuals)
- Provides in-service workshops to parishes and/or schools on specific catechetical topics as needed
- Anticipates future needs and possibilities
- Designs and manages the organizational change process to ensure an improved future
- Provides an annual report on catechetical programs to the diocesan bishop
- Works collaboratively with diocesan school offices, councils, commissions, organizations, and clergy and other parish staff
- Works with the broader educational, religious, and civic community within and outside of the Church
- Provides leadership on a variety of issues in different settings

B. Administration

- Develops budget for the religious education office
- Directs and supervises the operation of the diocesan religious education office and its professional and support staff
- Practices effective personnel policies and procedures
- Develops and interprets guidelines for preparation and celebration of sacraments

C. Communication

- Exercises effective communication with all those involved in lifelong catechesis and provides information on parishes and religious education to the diocesan bishop and others when appropriate
- Represents the office of religious education to parishes, schools, and the community at large
- Communicates the goals of lifelong catechesis to the broader civic and ecumenical community

E. Sample Advertisements for Diocesan Educational/Catechetical Leadership Positions

Purpose

Well-prepared advertisements will attract the persons most likely to be successful in your organization. Ads are relatively inexpensive, effective over a period of time, and provide a great deal of flexibility. Data shows that 70-75 percent of persons who are gainfully employed read ads to keep abreast of the employment field. This readership also studies recruiting ads in newspapers and journals to stay competitive.

Organization

The time spent developing the ad is crucial to and directly affects the outcome. Some basic rules of thumb follow:

- Spend at least one hour developing the ad. (This initial minor investment of time sets into action approximately 30 hours of work and follow-up.)
- Write the ad so it qualifies people and does some advance screening.
 - Speak to (in print) the qualities of the persons you want to attract.
- Develop good questions that will generate response from talented people with similar beliefs.
- Describe clearly the unique nature of the position.
- Develop some urgency by requiring applicants to respond only during certain hours on certain days.
- Overall, the ads should create an image that makes you and your organization an attractive and desirable future employer. Recruiting is analogous to planting seeds. Seeds are planted, watered, and nurtured to reach maturity over a period of time, and then harvested. The seed in this case is a new career opportunity that can begin to sprout immediately or may lie dormant until spring, the right time, and then begin to develop. Good recruiters are always seeding their future.
- The ads you place represent you and your organization. They communicate either a positive or negative message. People such as investors, customers, employees, bankers, activists, government workers, community leaders, and your competition, as well as potential employees, see your ad!

Sample Catholic Leader Ads

Superintendent of Schools OR Diocesan Director of Religious Education OR Vicar/Secretary of Education

- ☆ Do you have the vision and mission to shape the future of Catholic (religious) education beyond your lifetime?
- ☆ Are you a leader? Do you see new directions and have the power and courage to take others along with you?
- ☆ Are you a caring leader who takes time to build lasting friendships with associates and *(clients)*?
- ☆ Are you constantly planning and strategizing to best achieve diocesan goals?
- ☆ Can you attract, recruit, and train the best superintendents and religious education leaders (DREs) in the nation?
- ☆ Is your own heart forever tied to the Catholic Church and its traditions? Is your faith visible in your daily ministry?
- ☆ Are you a highly responsible and responsive leader who always follows through?
- ☆ We seek a religious educational leader who expresses powerful personal mission and commitment through action. We are committed to selecting a leader with vision who can seek input, include others, then set objectives, priorities, and deadlines, pushing past resistance to make things happen.

As *(title)* for our *(size)* diocese, you will
(job description).

If you are an overachiever with uncommon caring leadership talent,
call now to arrange a confidential interview.

Call: 1 (XXX) XXX-XXXX *(collect)*
and ask for *(name)*

Vicar/Secretary of Education

- ☆ Do you have the vision and mission to shape the future of Catholic education beyond your lifetime?
- ☆ Are you a leader? Do you see new directions and have the power and courage to take others along with you?
- ☆ Are you a caring leader who takes time to build lasting friendships with associates and *()*?
- ☆ Are you constantly planning and strategizing to best achieve diocesan goals?
- ☆ Can you attract, recruit, and train the best superintendents and religious education leaders (DREs) in the nation?
- ☆ Is your own heart forever tied to the Catholic Church and its traditions? Is your faith visible in your daily ministry?
- ☆ Are you a highly responsible and responsive leader who always follows through?
- ☆ We seek a religious educational leader who expresses powerful personal mission and commitment through action. We are committed to selecting a leader with vision who can seek input, include others, then set objectives, priorities, and deadlines, pushing past resistance to make things happen.

As *(title)* for our *(size)* diocese,
you will *(job description)*.

If you are an overachiever with uncommon caring leadership talent,
call now to arrange a confidential interview.

Call: 1 (XXX) XXX-XXXX *(collect)*
and ask for *(name)*

Diocesan Director of Religious Education

- ☆ Do you have the vision and mission to shape the future of Catholic education beyond your lifetime?
- ☆ Are you a leader? Do you see new directions and have the power and courage to take others along with you?
- ☆ Are you a caring leader who takes time to build lasting friendships with associates and ()?
- ☆ Are you constantly planning and strategizing to best achieve diocesan goals?
- ☆ Can you attract, recruit, and train the best superintendents and religious education leaders (DREs) in the nation?
- ☆ Is your own heart forever tied to the Catholic Church and its traditions? Is your faith visible in your daily ministry?
- ☆ Are you a highly responsible and responsive leader who always follows through?

We seek a religious educational leader who expresses powerful personal mission and commitment through action. We are committed to selecting a leader with vision who can seek input, include others, then set objectives, priorities, and deadlines, pushing past resistance to make things happen.

As *(title)* for our *(size)* diocese,
you will *(job description)*.

If you are an overachiever with uncommon caring leadership talent,
call now to arrange a confidential interview.

Call: 1 (XXX) XXX-XXXX *(collect)*
and ask for *(name)*

Superintendent of Schools

- ☆ Do you have the vision and mission to shape the future of Catholic education beyond your lifetime?
- ☆ Are you a leader? Do you see new directions and have the power and courage to take others along with you?
- ☆ Are you a caring leader who takes time to build lasting friendships with associates and ()?
- ☆ Are you constantly planning and strategizing to best achieve diocesan goals?
- ☆ Can you attract, recruit, and train the best superintendents and religious education leaders (DREs) in the nation?
- ☆ Is your own heart forever tied to the Catholic Church and its traditions? Is your faith visible in your daily ministry?
- ☆ Are you a highly responsible and responsive leader who always follows through?

We seek a religious educational leader who expresses powerful personal mission and commitment through action. We are committed to selecting a leader with vision who can seek input, include others, then set objectives, priorities, and deadlines, pushing past resistance to make things happen.

As *(title)* for our *(size)* diocese,
you will *(job description)*.

If you are an overachiever with uncommon caring leadership talent,
call now to arrange a confidential interview.

Call: 1 (XXX) XXX-XXXX *(collect)*
and ask for *(name)*

F. Key Themes for Interviews with Diocesan Educational/Catechetical Leaders

Direction Setting

Faith

A capacity to make evident one's belief in God, such as spontaneously or naturally witnessing one's faith.

Mission

The "why." This person perceives a significance for doing a task that transcends the task itself. This leader helps educators sense the purpose of their most important contribution.

Focus

Goal-oriented. The ability to take a direction, maintain that direction, and make corrections when necessary.

Drive to Execute

Achiever

The internal drive to be up and doing, to be working, to be getting things done. Energetic.

Activator

The capacity to make things happen. This person can take charge of situations and ask for action.

Relationship Building

Team

The capacity to get people to help each other to use their strengths to achieve their goals.

Developer

The desire to help others grow and the capacity for taking satisfaction from each increment of growth of the people with whom the leader works.

Management Systems

Arranger

The ability to coordinate people and one's activities so that work gets done efficiently.

Strategic Thinking

The ability to do "what if" thinking as the leader imagines and creates the paths to future goals.

Performance Orientation

The attitude of being results oriented. They need to measure achievement, and they are interested in measurable results for self and others.

NOTE: Sample Advertisements and Key Themes for Interviews with Diocesan Educational/Catechetical Leaders were developed by The Gallup Organization, 301 South 68th Street Place, Lincoln, NE 68510.

Section Four

Selection of Diocesan Educational/ Catechetical Leadership

Introduction

Section IV presents a series of helpful hints and practical information for the selection of diocesan educational/catechetical leaders. First, there is a realistic description of a search process for diocesan educational/catechetical leadership positions. Then guidelines for the selection and appointment of such leaders are offered. A sample candidate application and a sample reference form are included. Next, a checklist for the applicant's file is suggested. An outline and sample interview questions for a search team are recommended. Then a sample recommendation form from the search team is provided. Finally, guidelines for the compensation of diocesan educational/catechetical leaders are proposed.

Two admonitions should be noted relative to the selection of diocesan educational/catechetical leaders. First, the documents and materials that comprise a candidate's file should be kept confidential. They should only be available to those who have a need to know their content. Second, the counsel of each individual diocese should review all contracts and documents used in the selection and hiring process. In some cases, the laws of particular states and other jurisdictions require variations or adaptations.

A. Description of Search Process

The educational/catechetical mission of the Catholic Church has been remarkably effective during the present century. However, as we move toward the twenty-first century, a renewed focus must be placed on the selection and appointment of diocesan educational and catechetical leaders. Visionary Catholic leaders are needed for the fast-changing and highly competitive world in which we live, courageous persons who believe in and are able to articulate in clear and emphatic terms the purpose of the Church's educational mission. Leaders of the future must be able to establish a direction, build relationships, and motivate and inspire others.

Information was gathered from large and small dioceses that have recently hired new persons for the positions of superintendent, director of religious education, or vicar/secretary of education. The following observations were made regarding processes used in searching for candidates.

Formalized processes for diocesan leadership positions were used in a majority of dioceses; however, sharing models of search processes, especially for superintendent and directors of religious education, was noted as a need.

Positions were made known nationally by advertising in *National Catholic Reporter*, *CRUX News*, *NCCL Newsletter*, and NCEA bulletin board at the convention. Personal and professional letters were also written to the CACE membership, provincials of religious communities, and on CONNECT electronic mail. Locally, ads were sent to diocesan newspapers of the state and adjoining states.

Qualified persons aligned with Catholic school philosophy and practices were sought. Larger dioceses hired persons with prior experience as superintendent or associate superintendent with comparable responsibility.

Smaller dioceses hired persons who had been an associate superintendent or principal in Catholic schools. A superintendent of public schools may have professional qualifications suited for the position; however, the experience of Catholic school structures, processes, and responsibility for faith formation may be seriously lacking for needed diocesan leadership.

Qualified persons with diverse parish experience in religious education were sought for the position of director of religious education. Larger dioceses hired persons with prior experience as diocesan directors or associate directors with comparable responsibility. Smaller dioceses hired persons who had been parish pastoral associates or parish directors of religious education with experience on a regional or diocesan committee or consultant service.

Titles and responsibilities for the position of vicar/secretary of education differ with each diocese. Some of the titles given are vicar, secretary of education, director of Christian formation, director of pastoral services. Often the person for this position is called to bring a change, vision, or collaborative organization to the diocesan structure. A bishop may desire restructuring of departments, a broader vision, or a specific focus for the diocese. The formation of a new diocese may necessitate a leader for this position. Large dioceses have hired persons with experience as superintendent of schools or parish administrator. Small dioceses have selected those with experience in another diocesan leadership position.

Many dioceses that have recently hired a person for diocesan leadership have requested models for search processes and other resources in selecting the best qualified persons for diocesan leadership.

The following pages offer guidelines to assist you in developing processes that will facilitate the selection and appointment of competent, effective persons for leadership positions.

B. Guidelines for the Selection of Diocesan Educational/Catechetical Leaders

All prospective candidates, religious and lay, follow the process for the selection and appointment of diocesan educational and catechetical leaders.

I. (Arch)Diocesan Level Procedures

- The bishop or appropriate person designates a person to convene and chair a search committee and facilitate the entire process.
- Publish the opening (cf. model advertisements).
- An orientation is provided for the search committee to familiarize it with the process for the selection and appointment of diocesan leaders.
- An application, with all supporting documents, is sent to the search committee.
- A selection interview instrument is administered by search committee.
- An interview with the candidate is conducted by the search committee.
- A recommendation concerning approval is made to the appropriate person following the interview.

II. Composition of Search Committee/Interviewing Team

The committee should be a representative group not to exceed nine persons:

- Chairperson
- Two representatives (board/commission of education)
- Two representatives (school or catechetical leaders)
- Two pastors
- Others—diocesan representatives
- Staff person to facilitate the process/interview, keep notes, and prepare file

III. Orientation for Search Committee

- Before the interview
 - Who will greet the candidate?
 - Where will the candidate wait?
 - What place is most conducive for an interview?
- The interview
 - Setting a tone:
 - Welcoming the candidate
 - Realizing that candidate as well as committee is making a choice
 - Room arrangement
 - All candidates are asked the same questions with time at the end for candidate's questions
 - Importance of listening and attentiveness
 - Openness to each candidate
- Interview schedule

Please note: It is important for all persons involved in the interview process to realize that ordinarily all information shared within the interview proc-

ess is confidential in nature. All materials used in the interview process should be collected at the conclusion of the process and given to the chairperson.

- Try to arrange interviews in one or two sessions, fairly close to one another. (This is to maximize consistency in interviewing.)
- Sample schedule (actual interview time approximately 45 minutes):
 - Interview team comes together; greetings and introductions
 - Review procedures
 - Review candidate's materials
 - First interview
 - Each interviewer *writes* his/her response (strengths, concerns) on a form provided
 - Oral sharing
 - Second interview
 - Complete forms
 - Oral sharing
 - Third interview
 - Complete forms
 - Oral sharing
- After the interview:
 - Each member of the interview team writes strengths and areas of concern regarding the candidate.
 - If more than one candidate is interviewed, there may not be time for any oral sharing until interviews are finished.
 - In sharing orally, the facilitator calls for information regarding each candidate: strengths, then areas of concern.
 - The interview team as a group attempts to prioritize the top three choices of candidates, to work toward consensus in the prioritizing if possible (a separate meeting may be necessary).
 - The interview team's recommendation is just that—it is a recommendation to the bishop.
 - Bishop or delegate receives prioritized recommendations with the complete application file of those recommended.
- After the bishop or delegate receives the recommendation:
 - The bishop meets with the candidate chosen to interview and/or offer the position and negotiate the terms of employment.
 - The candidate may accept then or think about it and respond at a later time.

C. Sample Application Form

Arch/Diocese of

APPLICATION

Instructions: Please type or print in ink all entries except signatures. Attach an original copy or photostat of official transcripts documenting qualifications shown in Item II.

Date of Application: _____
Social Security #: _____
(optional)

I. PERSONAL

1. Name _____
(Last) (First) (Middle)
2. Permanent Address _____
(Street & Number) (City) (State) (Zip)
3. Mailing Address if different from above: _____
4. Telephone (include area code): _____ - _____ - _____

II. EDUCATION

1. INSTITUTIONS ATTENDED BEYOND HIGH SCHOOL

Degree Date	Name of Institution	Location (City and State)	Major Area of Concentration	# Credits Received	Diploma Received

2. PROFESSIONAL CERTIFICATES ISSUED TO YOU

State	Subjects or Areas

III. PROFESSIONAL EXPERIENCES**1. TEACHING/CATECHETICAL EXPERIENCE**

Dates	School/Parish/City	Role	Responsibilities

2. SUPERVISORY EXPERIENCE (DRE, Ex. Asst. Principal, Grade Coord., Dept. Chairperson)

Dates	School/Parish/City	Role

3. PRESENT PERSONAL PROFESSIONAL GROWTH

List professional growth experiences during last 2 years—seminars, courses, professional reading.

Dates	Title

4. WORK EXPERIENCE (Any position held in fields other than education)

Dates	Position	Comments

5. OTHER AREAS OF INVOLVEMENT

6. PROFESSIONAL MEMBERSHIPS

7. ACTIVITIES

In what community activities are you involved? _____

What are your leisure interests? _____

IV. REFERENCES

Give recent *professional* references (at least one must be an immediate supervisor).

Name:

Address:

1. _____
2. _____
3. _____

Over and above 3 references: Members of religious congregations must have a letter of concurrence from their major superior. Lay candidates must have a letter from their pastor.

Please comment on the following questions in the space provided. Use additional space if needed.

1. Why are you applying for a leadership position on a diocesan level?
2. How are you qualified to accept a leadership role in Catholic education?
3. How would you, as leader, assure the Catholic identity of programs/activities?
4. What decision-making processes would you implement as a leader?
5. What are your plans for continued professional growth?

V. APPLICANT'S CERTIFICATION

Please read carefully before signing. If you have any questions, please ask [the department to which you are applying].

The foregoing is true and complete to the best of my knowledge and may be verified by [the organization] unless otherwise noted. I agree that if, in the judgment of [the organization], any misrepresentation has been made by me in this application, any offer of employment may be withdrawn or (if hired) I may be subject to disciplinary action including termination of employment, at any time.

I UNDERSTAND AND AGREE THAT EMPLOYMENT AT [THE ORGANIZATION] IS AT-WILL. THIS MEANS THAT IF I AM OFFERED AND ACCEPT EMPLOYMENT WITH [THE ORGANIZATION], I OR [THE ORGANIZATION] MAY TERMINATE MY EMPLOYMENT AT ANY TIME, WITH OR WITHOUT CAUSE, AND [THE ORGANIZATION] WILL NOT BE LIABLE TO ME FOR ANY CONTINUATION OF SALARY, WAGES, OR EMPLOYMENT-RELATED BENEFITS.

I authorize [the organization] to communicate with all my former employers, school officials, and persons named as references. I hereby release these parties from any liability for any damage whatsoever resulting from giving such information.

I understand that as [the organization] deems necessary, I may be required to work overtime hours, or hours outside a normally defined work day or work week.

Upon employment, I will be required to produce documents showing that I am legally authorized to work in the United States.

Receipt of my application by [the organization] does not imply that I have been or will be offered employment.

BY MY SIGNATURE BELOW, I HEREBY ACKNOWLEDGE THAT I HAVE READ THE ABOVE STATEMENT AND FULLY UNDERSTAND THE SAME.

DATE _____ SIGNATURE _____

FOR OFFICE USE ONLY:

D. Sample Reference Form

This form must be returned to the search committee.

NAME OF APPLICANT:

(to be filled out by applicant) Last

First

Middle

POSITION APPLYING FOR:

You are requested to assess candidly the professional potential of the above-named applicant as a diocesan educational/catechetical leader. Your appraisal with specific examples is appreciated.

1. How long and in what capacity have you known the applicant?
2. What do you consider the applicant's abilities or strengths?
3. Do you have areas of concern about this applicant?
4. Would you employ (re-employ) the applicant as a leader of a diocesan agency?
5. Is there any other information that you consider important in determining this applicant's competency for leadership on a diocesan level?

RESPONDENT'S NAME: _____

DATE: _____

POSITION OR TITLE: _____

BUSINESS: _____

ADDRESS: _____

TELEPHONE: _____

SIGNATURE: _____

E. Checklist for Applicant's File

- ☐ Application form
- ☐ Résumé
- ☐ Transcripts
 - Undergraduate
 - Graduate
 - Other
- ☐ Certification (if applicable)
- ☐ Three letters of recommendation
(It is recommended that additional reference checks be made on those candidates chosen to be interviewed. The SRI leadership questionnaire may be considered as one instrument to identify potential candidates.)
- ☐ Letter of concurrence (religious candidate)
- ☐ Letter from pastor (lay candidate)
- ☐ Recommendation of search committee

F. Sample Interview Questions

Suggested Outline

Below are eight areas of concern for leaders of a diocesan agency. In interviewing candidates for diocesan educational/catechetical leaders, attention should be given to each of these areas. An interview team should determine which questions will best reveal the faith, convictions, style, and skills of a potential candidate. Questions relative to specific local needs may be added.

The following questions are offered as preliminary aids for the interviewing team.

1. Leadership

- Why do you want to be a diocesan educational or catechetical leader?
- Why do you want to be a leader in this diocese?
- Describe your leadership style.
- What do you consider the most important areas of responsibility of a diocesan education catechetical leader today?
- Describe an activity/program in which you have exercised leadership.

2. Relationships

- Who are the most important people with whom a diocesan educational/catechetical leader needs to build effective relationships?

- How do you envision these relationships?
- Ideally, what would constitute an effective relationship between the diocesan educational/catechetical leader and:
 - Principals
 - Director of religious education
 - Teachers
 - Pastors
 - Parents
 - Youth ministers
- With what other groups/individuals would you need to relate?
- Currently, few opportunities exist for common leadership development of principals/ DREs and pastors. What program/activity might you plan that would benefit these three groups to enhance the possibilities for greater collaboration among them on a parish level?
- What do you consider a good meeting?

3. Academics

- What does academic excellence mean to you?
- In what ways does a leader help a group achieve academic excellence?
- How would you ensure leadership growth and development?
- How would you gather information about the programs in schools/religious education?
- How would you evaluate programs?

or Catechetics

- What does lifelong catechetical excellence mean to you?
- In what ways does a leader facilitate catechetical excellence?
- How would you ensure leadership growth and development?
- How would you gather information about the programs in schools/religious education?
- How would you evaluate programs?

4. Management

- As office manager, what three areas would you expect to consume most of your time?
- Describe your process for time management.
- Describe your experience as a financial manager.
- How would you expect to be involved in budget development?

- What resources would you use to assist you in fulfilling this position?
- One of the responsibilities of an administrator is to hire new personnel. Name five areas that would be of concern to you in interviewing candidates.
- How would you rate yourself in the utilization of technology?

5. Conflicts

- How do you respond to conflict situations?
- Give examples of conflict situations—one where you feel positive about and the way you handled it, one that you would handle differently.

- Suppose the bishop issues a directive that you do not agree is an effective means of responding to a particular situation. How do you handle instances of this nature?
- What do you do to reduce stress or tension?

6. Personal

- How do you balance ministerial and community responsibilities?
- Describe your faith life.
- Describe your involvement in parish life.

G. Sample Recommendation Form—Confidential

The ordinary of the diocese makes the final decision to hire the educational/catechetical leaders of the diocese. The search committee should communicate its recommendation to hire a candidate on a form similar to the one given here.

Name of Candidate: _____

- ☐ The search committee recommends without reservation the above candidate for the position of _____. The fundamental reasons for our decision are these:

1.

2.

3.

- ☐ The search committee recommends the above candidate for the position of _____ with the following reservations and/or suggestions:

1.

2.

3.

- ☐ The search committee does not recommend the above candidate for the position of _____.

Names of search committee:

_____	_____	_____
_____	_____	_____
_____	_____	_____

H. Guidelines for Compensation of Diocesan Educational/Catechetical Leaders

➤ Compensation for Lay Persons

The salary for the positions of vicar/director of education, superintendent of schools, or director of religious education will vary from diocese to diocese, depending on a variety of factors. These include the number of persons served in the education programs, the number of persons supervised, the size of the annual operating budget, the academic preparation of the person employed, and previous experience of the person employed.

➤ Compensation for Members of Religious Orders and Congregations

In those dioceses that have adopted compensation for religious equivalent to lay salaries, the guidelines for lay compensation apply. Otherwise, members of religious orders and congregations who are appointed to diocesan positions of leadership in education would receive the religious stipend and benefit program adopted by the diocese.

➤ Compensation for Diocesan Clergy

Diocesan priests who are appointed to positions of leadership in education would receive the salary and benefits given to priests in the diocese.

➤ Benefit Packages

Benefits offered to religious and lay employees often include the following items:

- Insurance: medical, dental, vision, life, disability, liability
- Insurance: Social Security, unemployment, worker's compensation
- Pension and retirement plans
- Tuition payments for elementary/secondary school-aged dependents
- Automobile*
- Housing*
- Reimbursement for expenses
- Professional growth opportunities
- Leave of absence: sick leave, personal leave, religious community business leave, other
- Vacation
- Retreat*

** May Apply to Religious Only*

➤ Transition Expenses

- Search costs

The search and selection process usually in-

cludes the expenses of advertising for the positions and of meetings for a search committee (presuming that one is used). The costs may also include those of travel, room, and board for candidates from outside the immediate area. Plans should be made in advance for which of these expenses will be reimbursed to candidates, and the candidates informed of these plans when they are invited for an interview.

➤ Relocation costs

A candidate selected for a diocesan leadership position in education may request, or be offered, as part of the compensation package reimbursements for one or more of the following items:

- House-hunting trips
- Moving household possessions
- Sale/purchase of residence
- A diocese also may choose to offer a lump-sum payment of a fixed amount to the person selected for the position to meet one or more of the relocation costs.

➤ Letters of Agreement, Letters of Employment, Memorandum of Agreement, Job Descriptions, Personnel Policies

A job description that sufficiently details the responsibilities of the position and can be used in both performance evaluations and decisions about continuing employment/assignment is essential. Additionally, many dioceses now have diocesan personnel policies and practices; all or some of these may be applicable to these diocesan leadership positions. The application of these policies and practices or the exemption from them should be specified in the diocesan personnel policies or some written instrument provided to the person employed or assigned to a leadership position. These policies and practices may include some of the benefits enumerated above and such things as normal workday practices/hours, performance evaluations, and grievance review procedures.

Some dioceses may use letters of agreement, letters of appointment, and similar instruments in the employment or assignment of a person to diocesan leadership. This may be helpful, but it does not eliminate the importance of job descriptions and regular personnel policies.

Section Five

Resources for Diocesan Educational/ Catechetical Leadership

Introduction

Section V offers new opportunities for the continuing development of diocesan educational/catechetical leaders. First, the national organizations that collaborated on the Diocesan Educational/Catechetical Leadership Project will establish a "job bank" that will provide information about open positions in diocesan educational/catechetical leadership to persons seeking such positions. In addition, the national organizations intend to establish the Diocesan Educational/Catechetical Leadership Institute, a summer workshop for presently employed as well as potential diocesan educational/catechetical leaders. Thirdly, the national organizations intend to offer a consultation service through which diocesan educational/catechetical leaders will have easy access to experienced and successful advisers and mentors.

A. Diocesan Educational/Catechetical Leadership Job Bank

Goals

- To provide a system for monitoring diocesan educational and catechetical leadership position openings.
- To facilitate initial contacts between dioceses searching for educational/catechetical leaders and candidates seeking positions.

NCEA, NCCL, and USCC will annually create a shared database of information pertaining to diocesan openings for educational/catechetical leaders and candidates seeking positions. Each of the three organizations will make the information available upon request to its members. Information is obtainable electronically or via postal mail. The three organizations share responsibility for coordinating the collection, organization, and distribution of information.

B. Diocesan Educational/Catechetical Leadership Institute

Goal

- To provide educational and catechetical leaders with information, experiences, and training that will enable more effective and successful performance in their respective ministries.

Objectives

- To provide for a pre-institute self-assessment.
- To tailor institute activities to the individual needs of the participants.
- To assist participants in the design of a plan for their personal and professional development.
- To provide participants with resources to assist them in implementing their development plan.
- To provide a balance of spiritual, social, and professional opportunities that will support the achievement of the institute goal.
- To build a network of communication, resource sharing, and cooperation among institute participants.

NCEA, NCCL, and USCC will collaborate on the presentation of a summer institute for presently employed as well as potential diocesan educational/catechetical

leaders. This institute will be offered at least every other year.

C. Consultation for Excellence in Leadership

Goals

- To support bishops in the process of recruitment and selection.
- To offer confidential counsel and support.
- To provide those services as requested by the pastors of local churches.

The Educational/Catechetical Leadership Project was created by a team of nationally recognized professionals who are well-known and respected within the Catholic school and catechetical communities.

Together, these individuals embody many years of experience and proven ability in a wide range of educational/catechetical concerns. Their work on the project, moreover, affords them a unique perspective on many of the central issues facing today's diocesan offices. For this reason, the project is pleased to offer the consultation services of these highly qualified people to bishops and their staffs.

For a list of the consultants and their services, please contact either USCC, NCEA, or NCCL for a descriptive brochure.

United States Catholic Conference
Department of Education
3211 Fourth Street, N.E.
Washington, DC 20017-1194
(202) 541-3130

National Catholic Educational Association
CACE
1077 30th Street, N.W.
Suite 100
Washington, DC 20007-3852
(202) 337-6232

National Conference of Catechetical Leadership
3021 Fourth Street, N.E.
Washington, DC 20017
(202) 636-3826

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National Catholic Education
Association.

Those who hear you, hear me : ...
c1995. (Card 2)

Conference, Department of Education."

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